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such large outline and patient detail the tissue and color of his times The historic materials which have been culled and woven together in this work seem to be quite exhaustive, and in a large measure new. The data collected early in this century by Dr. Jacobi, and which formed the basis of Ticozzi's somewhat flimsy book, have been winnowed anew and made to yield much curious information. So, too, the correspondence of Titian with the marquises and dukes of Gonzaga was opened to Messrs. Crowe and Cavalcaselle, and in the Simancas library they obtained access to countless letters exchanged between the painter, Charles the Fifth, Philip the Second, and their ministers. These privileges have been turned to account with creditable industry, and the authors have also been at pains to visit and study almost all of the works to which, rightly or wrongly, the name of Titian is attached, although their number in England and on the Continent exceeds one thousand.

Of course a review of Titian's achievement involves an analysis of Italian art at the epoch of culmination, and in the first stage of decadence, and for this undertaking it will be acknowledged that the joint authors of the "History of Painting in North Italy" had proved themselves competent. Not that they are themselves artists in words, like Ruskin and Taine, but perhaps for that very reason their connoisseurship is the more trustworthy, since they are not betrayed into verbal coruscations, but confine their aim to presenting, in a homely, exact way, facts carefully sifted and conclusions deliberately evolved. It follows that the reader will scan these volumes in vain for criticism of the sparkling sort which is available in conversation, for the striking, paradoxical judgments compressed in epigrams; but the earnest student of art, at a most interesting and decisive era of its development, will find substantial aid in forming sound opinions for himself.

5.—*Science Primers.* Edited by PROFESSORS HUXLEY, ROSCOE, and BALFOUR STEWART. New York: D. Appleton & Co. 1876.

IN this day of well-edited school-books perhaps the most useful and creditable achievement in the direction of assimilative apparatus is the series of Science Primers published by Appleton. Eight of these have now appeared, and they are not only invested with the authority which attaches to the authors' names, but they are for the most part skilfully adapted to the purposes of elementary education. We should not say, of course, that they are equal in this respect, since few first-rate experimentalists possess the felicitous diction of Professor Huxley, from whom, by the way, we are promised an introductory treatise. Among the most lucid and efficient of these little books we may cite the manuals of Physics and Chemistry, the one by Balfour Stewart, and the other by H. E. Roscoe, Professor in Owens College, Manchester. While the general object of all the Primers is to state the fundamental principles of the several sciences in a manner suited to pupils of an early age, Professor Stewart aims not so much to give information as to endeavor to discipline the learner's mind in a way which has not hitherto been customary, namely, by bringing it into immediate contact with Nature herself. For this end a scale of simple experiments is devised leading up to the capital truths of physical science. It is recommended that these experiments be performed by the teacher in regular order before the class, whereby a power of observation in the pupils will be awakened and strengthened. We ought likewise to mention specially J. D. Hooker's contribution to these text-books. His treatise on Botany aims to supply a rudimentary knowledge of the principal facts of plant life, together with the means of training beginners in the way to observe plants methodically and accurately. In using the Primer it is suggested that the plants indicated should, wherever possible, be put into each student's hand. Many of them might be grown in every school garden, and arranged in it systematically, so that the instructor would have the same appliances for displaying the principles of classification that the great founder of the natural classification of plants — Bernard de Jussieu — had after the gardens of the Trianon were thus arranged by him under Louis XV. Mr. Hooker advises, further, that the teacher of Botany should have a copious stock of dried flowers and other parts of plants so preserved as that the learner can, after moistening them, separate the organs. Moreover, if it is sought to make the study stimulative and fruitful each pupil should have a pocket-lens magnifying three or four times, a sharp penknife, and a pair of forceps, and he should be encouraged to preserve between sheets of paper the specimens he has examined, with a descriptive ticket attached. All these hints carry on their face their credentials, and are not likely to be neglected. We will name particularly one other member of this series, namely: Dr. Foster's elementary view of Physiology, which will be found a convenient introduction to Professor Huxley's First Lessons in the same science. In his descriptions and explanations Dr. Foster has supposed the reader willing to handle and examine such things as a dead rabbit and a sheep's heart, and he has framed his treatise accordingly, being convinced that actual observation of structures is as necessary for the sound acquirement of even elementary facts in Physiology as are actual experiments for Chemistry.